SUGGESTED TECHNIQUES AND DEVICES FOR DEVELOPING READING READINESS FOR THE SLOW-LEARNERS

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by

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CHAPTER I

THE PROBLEM, DEFINITIONS AND PROCEDURES

Since in a democratic system people believe in the education of all children to their own potentials of learning, it is the duty of the teacher to be constantly alert to new devices and techniques. Many writers have agreed that the slow-learning child is basically the same as the so-called normal child but that he differs in rate of development and learning. Frequent change of activities and persistent repetition from several points of view are needed. It would seem that a handbook on teaching of reading to the slow-learners could be a valuable guide for the classroom teacher.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to (1) examine the available literature concerning the readiness material to help the slow-learner, (2) set up criteria by which reading readiness techniques and devices are selected for the slow-learner, (3) collect techniques and motivating devices to be used with children by the teacher, (4) put this information in a useable handbook for teachers, and (5) evaluate the devices.

Justification of the problem. Recognizing that motivation is essential for significant learning, it is the teacher's responsibility to be constantly alert to new methods and procedures.[1]

There are many books written on the teaching of reading, but only few give any attention directly to the reading problems of the slow-learners. There seems to be a need for more information as to the practices and techniques that will help these children.

Frequent drills are necessary for retention of material and serve to build a much needed sense of security. All children learn from and by experience, but in order to do so, some boys and girls need a greater number and a greater variety of experiences than other children.[2]

These devices and techniques need to be put under one cover and classified so the teacher can rapidly select a new idea to use as a motivational device.

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[1]Christine P. Ingram, Education of the Slow-Learning Child. (New York: The Ronald Press, 1953), p. 33.

[2]Elaine M. McCrary, "Teaching Reading to the Educable Mentally Retarded," Unpublished Master's thesis, Drake University, Des Moines, 1961, p. 1-2.

II. DEFINITIONS OF TERMS USED

Slow-learner child. The slow-learner is that child who is below average in innate mental ability, but not so far below as to be classified "mentally retarded." The slow-learner is the child whose intelligence quotient is in the seventy-five to ninety range.

Reading readiness. Reading readiness refers to the activities and experiences which schools provide in building background knowledge, skills and attitudes which will make the reading process itself more effective. The broader meaning includes readiness for all reading levels but this study deals with only beginning reading readiness.

III. PROCEDURE

The writer studied books and educational journals to obtain more information concerning procedures for identifying the slow learning child and meeting his needs for reading readiness. The information gained from this reading was organized and reported in Chapter II.

Games and teaching devices were studied, evaluated, and placed in a useable handbook for teachers. A check sheet was prepared to evaluate each game as it was used

in the classroom.[1]

Aid in selection of the devices was secured by presentation of the games and devices to Doctor Marvin Fellers of Drake University and to two first grade teachers of the Des Moines Public Schools.

Sixteen teachers were asked to participate in this study. One first grade teacher from each of the sixteen schools in section 1 of the Des Moines Schools was chosen. The schools involved were Adams, Brooks, Douglas, Dunlap, Garton, Logan, Longfellow, Lucas, McKee, Phillips, Rose, Scott, Stowe, Wallace, Webster, and Willard.

Many of the devices that were to be used by the teachers were prepared and ready for use in the classroom. The writer prepared about twenty games, making sixteen copies of each game.

The first meeting was held September 4, 1962, at Scott School at which time sixteen teachers and principals were present.[2] The writer discussed in detail the devices that would be used in the classrooms with the children and the check sheet that would be used to evaluate the devices. The material was to be evaluated before Christmas at which time another meeting would be held to collect the materials.

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[1] Appendix B.

[2] Appendix D.

Some principals asked that more than one first grade teacher use the material but returned one summary sheet.

On December 17 a tea was held for all teachers and principals who participated in the study.[1] At this time the results were brought to Scott School.

Fifteen of the sixteen check sheets were returned. Two teachers had not used all the devices.

The results were tabulated to one sheet and studied. From these check sheets the writer tried to determine which of the games were most useful and beneficial to boys and girls.

IV. LIMITATIONS

A limitation of this study to be considered was that each classroom was different, and even though the children were slow-learners there was still a wide margin of difference in the children's abilities.

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[1] Appendix E.

CHAPTER II

REVIEW OF LITERATURE

This chapter contains a review of some of the pertinent literature that is available about reading readiness for slow learners.

Slow-learner. Slow-learning children are capable of acquiring the attitudes and skills that will enable them to become contributing members of society, if an educational program is designed for them which meets their needs.[1]

All of these children can learn and are clearly the responsibility of the public schools. They can profit from an educational program geared to their abilities, and they have a right to expect this program just as much as their average or above-average peers.[2]

The slow-learner is the child whose intelligence quotient is in the seventy-five to ninety range and whose rate of progress is always less than the months of

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[1]Merle B. Karnes, "The Slow Learner Administrative Plans that Help," National Education Association Journal, XLVII (October, 1959), 22.

[2]Donald Ferguson, "Review of Literature on the Slow Learner," Education, LXXXI (February, 1961), 326.

attendance.

The Des Moines Elementary School Principals found in a study that the slow-learner is a slow-learner in all fields of the curriculum, whereas the academically retarded may be slow in just one area of study. The slow-learner's test profile would be more even and his rate of progress more consistent. His yearly rate of progress may be only four, five or six months which is always less than the months of attendance.

It is also necessary to be cognizant of the difference between the slow-learner and the academically retarded. The academically retarded youngster is retarded due to emotional, environmental, or physical factors or a combination of factors. At first glance a person might categorize him with the slow-learner, but his problems are entirely different.[1]

Barbe said the slow-learner is that child who is below average in innate mental ability, but not so far below as to be classified "mentally retarded." Children in this category make up approximately twenty per cent of

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[1]Elementary School Principals, Section one, "A Beginning Study of the Slow Learner," James Wise, Chairman (Board of Education, Des Moines, Iowa, 1962) 1. (Dittoed).

the schools population.[1]

As stated by the Des Moines Elementary School Principals Study, the physical, mental, emotionally and social attributes of the slow-learner should be recognized. The physical health of a slow-learner usually will not be so satisfactory as the average or superior student. This group will need more dental care. They will lack routine health habits, will be less coordinated physically and lack the stamina and energy of above average students. Children in this group usually exhibit more nervous tendencies, such as "nail-biting," feet-shuffling," and "seat-squirming."

These children tend to be rejected by their peers because of aggressiveness and unacceptable behavior.[2] They seem rebellious and defiant. Many a shocked teacher feels that to keep them quiet and to avoid argument and outright anarchy, is as much as can be expected of anyone.[3]

The slow-learner's ability to retain knowledge is less than the average student. Their attention span will

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[1]Walter Barbe, "The Slow Learner - A Plea For Understanding," Education, LXXXI (February, 1961), 323.

[2]Elementary School Principals, loc. cit.

[3]Lawrence P. Shehan, "Reaching Slow Learners," English Journal, VLI (January, 1962), 44.

be shorter and they will daydream more. It is more difficult to get them interested in an area of study. These boys and girls are more often involved in play activities in the classroom than reading a book. They are more distractable and more argumentative than the average student. These children have less pride in their work and their work habits are less well developed.[1]

Witty said these children have meager or narrow interests. The teacher needs to encourage the development of new or more desirable patterns of interest through enrichment and extension of experience.[2]

As stated by Barbe, these boys and girls may be average in rote memory, but below average in reasoning power. They are bright enough to know that they are not bright. The blank areas which are apparent in many mentally retarded children are not seen in slow-learners. They are well aware of circumstances around them, aware of the fact that they are not able to succeed in a highly competitive situation.[3]

Shehan said slow-learners are frequently emotionally

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[1]Elementary School Principals, op. cit., p. 2.

[2]Paul Witty, "Needs of the Slow Learning Pupils," Education, LXXXI (February, 1961), 335.

[3]Barbe, op. cit., p. 324.

insecure. They are unreasonably "touchy" and supersensitive to ridicule and embarrassment. Therefore, they deeply resent being made to feel inferior either by an assignment too simple or too difficult for them to accomplish successfully. Aggressiveness is not an uncommon characteristic of the slow-learner.[1]

Motivating the limited learner is difficult but crucial; teachers must find and utilize their interests.[2]

Mahoney said that research has shown that materials and concepts must be meaningful if learning is to take place. All children learn from and by experience, but in order to do so, some of them need a greater number and a greater variety of experiences than their classmates.[3]

There is another side to this picture. These boys and girls are usually easily motivated for short periods of time. They blossom under encouragement and praise honestly won. Teachers must arouse an interest for the children then convince them that they are capable of satisfying that want. When they discover they are capable,

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[1]Shehan, op. cit., p. 45.

[2]Karnes, op. cit., p. 22.

[3]Agnes Mahoney, "The Slow Learner," National Education Association Journal, XLVII (December, 1958), 618.

they are thrilled, at least for a time. Barbe stated that no group of children are in greater need of adequate guidance than are the slow learners.[1]

Since it takes so little to discourage these children, the teacher's main job is one of continual motivation throughout the entire year. These youngsters need frequent change of activities and persistent repetition from several points of view. Frequent drills are necessary for retention and serve to build a much needed sense of security. Teaching slow learners is a tedious process demanding patience and unlimited enthusiasm.

Realistic programs can be offered for these children in the regular class but attention must be given to specific objectives, methods, and materials of instruction.[2]

Reading readiness. Reading readiness refers to the activities and experiences which schools and homes provide in building the background knowledge, skills and attitudes. These in turn make the reading process itself more effective.[3]

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[1]Barbe, loc. cit.

[2]Shehan, op. cit., p. 46.

[3]Guy Wagner, "What the Schools Are Doing in Developing Reading Readiness," Education, LXXIX (February, 1959), 85.

As stated by Hester, every means should be taken to give all children as good a start in the important skill called reading as possible. If a good reading readiness program is designed and carried out, there will be fewer reading failures. The first step in planning a program of readiness for reading is to determine present needs of the pupils in the factors essential to successful reading.[1]

Every child has his own individual differences and will grow mentally at his own rate. No child should be unduly hurried nor yet allowed to lag.[2] "Learnings can be made only when the learner is ready to make them."[3] The time to present and teach each reading skill should be prolonged. This will enable the child to absorb the materials presented at his own rate of learning.[4]

There are several reading readiness tests that will help the teacher analyze the children. Three tests

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[1]Kathleen B. Hester, Teaching Every Child To Read (New York: Harper and Brothers Publisher, 1955), pp. 117-118.

[2]Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read (New York: MacMillan Company, 1950), p. 58.

[3]Ibid., p. 109.

[4]Edward William Dolch, Teaching Primary Children (Champaign: Girard Press, 1941), p. 21.

recommended by Bond are:

1. Gates Reading Readiness Tests, Arthur I. Gates. Bureau of Publication, Teachers College, Columbia University, New York, 1939.
2. Metropolitan Readiness Test by Gertrude Hildreth and Nellie Griffiths, edited by Jacob S. Orleans, World Book Company, Younker-on Hudson, New York, 1939.
3. Monroe Reading Aptitude Tests, Marion Monroe, Houghton Mifflin Company, Boston, 1935.[1]

These tests measure the ability to listen to directions, ability to look at and interpret illustrations of farm and city life, and the ability to understand and to execute verbal directions. These tests also measure the child's ability to distinguish similarities and differences of words, and ability to discriminate between word forms. The child's acquaintance with word and sound elements will be measured. His familiarity with letters and numbers will be given also.[2]

Testing will be of great assistance to the teacher in understanding the abilities of each child but one of the most important appraisals of the child's ability is made by teachers careful and systematic observation.[3]

Certain areas need to be observed closely in the

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[1] Bond, op. cit., p. 132.

[2] Ibid., p. 133.

[3] Ibid., p. 137.

child's growth patterns. There are many reading readiness check lists for physical, mental, social, and emotional growth. Bond listed the following areas that are important for educational readiness:

1. word discrimination
2. familiarity with sounds
3. picture interpretation
4. breadth of meaning vocabulary
5. oral English
6. ability to think
7. ability to sense a sequence
8. ability to follow directions
9. ability to handle equipment and supplies
10. desire to learn to read.[1]

Paul McKee in his book, The Teaching of Reading in the Elementary School had a very similar list. There are many reading readiness check lists that authors have formulated for helping teachers to locate the areas of the child's mental, physical, social, and emotional growth. Teachers should make a definite provision for stimulating and fostering the child's development of such readiness.[2]

Wagner said readiness suggests that there is an optimum time for any particular learning. Earlier attempts at instruction are usually laborious and unsuccessful.[3]

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[1] Ibid., pp. 153-177.

[2] Paul McKee, The Teaching of Reading in the Elementary School (Chicago: Houghton-Mifflin Company, 1948), p. 143.

[3] Wagner, op. cit., p. 86.

Teachers must remember that the slow learner moves slowly during the readiness period and should not be pushed. Each child needs to feel success at what he is doing. There are many children who are developing in reading at a slow rate who are actually not disabled in reading. Their poor reading is really a part of a more general limitation. These children lack abstract, verbal intelligence and they cannot be expected to develop in reading capability as rapidly, nor can they be expected to develop as much capability as can the average child.

The usual program is not adjusted to their specific needs, and, therefore, they often get into difficulty because the program advances too rapidly for them. The objectives are not compatible with their abilities.[1]

Slow-learning children have certain characteristics which influence the nature of instruction that is suitable for them. Russell stated the following characteristics:

1. They like work that is repetitive in nature and they profit from drill and rereading.
2. They lack initiative and therefore must be carefully guided in the reading program, their purposes must be carefully set and suggestions for constructive uses of reading must be carefully directed.

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[1]David Russell, Children's Thinking (Chicago: Ginn and Company, 1956), p. 186.

3. They are not good planners. They need careful direction in their reading work, more detailed instructions, and more immediate goals for their readings.
4. They are easily discouraged in reading activities. Therefore, materials should be easy enough so that they can feel successful achievement.[1]

A statement of principles for reading instruction will prove helpful in working with the child who has an intelligence quotient between seventy-five and ninety. In regard to these children, Russell stated the following principles:

1. Reading instruction should begin later.
2. It should be recognized that these children develop reading ability in much the same way as do other children but at somewhat slower pace.
3. They need a great amount of carefully controlled material.
4. Slow-learning children need more detailed and more simplified explanation of the techniques.[2]

Kirk stated that a reading readiness program should be given to young, slow-learning children whether they are in a homogeneous special class, an ungraded special class, a modified special class, the kindergarten, or the primary grades of the regular school.[3]

As stated by Dolch, no matter in which group the

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[1] Ibid., p. 187.

[2] Ibid., p. 188.

[3] Samuel A. Kirk, Teaching Reading to Slow-Learning Children (Chicago: Houghton Mifflin Company, 1940), p. 9.

child is placed, his reading readiness is considered a part of the language arts program. Dolch stated that the reason that language development is a part of reading readiness is that reading should form a natural growth from the language of the child's own thinking and speaking. To do reading as he should, the child should think in complete sentences and large thought units. Since the slower child is likely to use the more simple kind of statements, it is necessary to bring his language up to the level of the reading matter. To do this the teacher will need to use many occasions to encourage thinking and talking on the part of the child.[1]

Basal reading readiness materials are not a panacea for reading readiness ills. The development of basal reading readiness material has enhanced the possibility of a more gradual induction of the child into reading activities in many school situations. The basal material has emphasized what the teacher can do to prepare children for reading activities and has sensitized the teachers to the need for a continuous program of appraisal of pupil learnings.[2]

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[1] Dolch, op. cit., p. 22.

[2] Emmett Albert Betts, Foundations of Reading Instructor (Chicago: American Betts Company, 1946), p. 278.

Reading readiness books are valuable but are not sufficient for slow-learners. Many more ideas are needed than are given in one book or manual. Teachers need a handbook with many devices for each principle that needs to be taught. Some of these devices can be in the form of games.

Games have many values and frequently play an important part on the instructional level. Experience shows that games will often speed up as well as strengthen learning in the fundamental skills.[1]

Criteria for choosing techniques. As has been stated before, the slow-learner needs much repetition. In order to choose some games and devices, some kind of measuring stick needs to be made. The measuring device or criteria from which these devices should be checked include many things.

First, the slow learner needs to feel success, so the devices must be selected from materials in which he can succeed.

The games must be simple and easy to use in a small group. There will be a need for games for large

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[1] Guy Wagner, Mildred Alexander, and Max Hosier, "Strengthening Fundamental Skills With Instructional Games," Midland Schools, LXXIII (January, 1959), 10.

groups also.

When a game is first introduced, the children who are going to use it should do so under the teacher's supervision. This enables the teacher to check the pupil's understanding of how the game is played and whether he has mastered the skill sufficiently so that he can play it independently.

As stated by Kasdon, games should be self-checking so that the child can tell whether or not he is practicing the skill correctly. If it is not self-checking, then the teacher must take time to check it with the child; otherwise, the game loses considerable value as a drill device. If the game is not important enough for the teacher or a helper to check, then it is not important enough for the child to spend class time on it.

Lack of sufficient skill mastery and understanding of the rules of the game are two reasons why games are unsuccessful in some classrooms.[1]

The time that it takes to use a device or play a game should be short, because the slow-learner's attention span is very short. The minute the child's attention

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[1] Lawrence M. Kasdon, "The Place of Games in the Language Arts Program," Elementary English, XXXV (February, 1958), p. 106-107.

begins to drift the routine should be changed. The next day the teacher can follow with another device for the same skill. In this way games afford many opportunities to give extended experiences with a given skill in a variety of new settings. Because of the many new ways in which the same learning or skill can be practiced, pupil interest is maintained.[1]

Kasdon stated that these drills give variety and spice to what might deteriorate into a dull situation. Another advantage of games is that a child engages more actively in the drill.[2]

Each device should have a clearly stated purpose. The device should require children to think and not be merely a game for fun. When a teacher introduces a new game, she should be sure that the pupils understand the purpose of the game. There is too much to be accomplished in a class to hand out games wholesale merely to keep children busy. Furthermore, if a child does not understand the purpose of the game, it is just play to him and a great deal of the educational value is lost no matter how intriguing the game might be.

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[1] Wagner, op. cit., p. 10.

[2] Kasdon, loc. cit.

These devices should be in areas where the repetition is most needed. This would include language and auditory discrimination, visual perception and discrimination, thinking and memory.

As stated by Kasdon, another important phase of using games is what to do with it after the child is finished playing. Part of the planning period in how to use the game might include time limits, sharing with other children, and returning the game to its proper place when the child is finished.

After the children have enjoyed the game and it has fulfilled its purpose, the boys and girls soon lose interest. The teacher should put the game away. Leaving the same games out after the purpose has been accomplished results in boredom and is another reason for loss of interest and confusion in some classrooms.[1]

Children appreciate beauty so the games that are put on the shelf for the children to use should be attractive looking. This is time consuming for the teacher. Care must be taken that a teacher does not spend long hours constructing a device that serves the children for only a few minutes. The best practice devices are those which are simple to prepare and

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[1] Kasdon, loc. cit.

flexible enough so that children get many hours of use from them.[1]

The devices that are to be listed in the handbook are not all in the form of games. Some will be ideas to use in the reading circle together; others will be games that children can use at their seat.

Wagner said well-selected instructional games have a place in the independent work period. Devices can do "double-duty" by freeing the teacher to work with another group and, at the same time, providing worthwhile learning experiences for the players. Instructional games add a sense of visualization to the learning process and often give purpose to learning. Perhaps the greatest value which can be claimed for instructional games is that of motivation.[2]

Games and devices should not violate sound methods of teaching. There is a place for games in the modern language arts program, as long as their use is consistent with sound educational principles.[3]

From the review of the literature it appeared that

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[1]Guy Wagner, Mildred Alexander, Max Hosier, "Enriching the Reading Program - Instruction Games," Midland Schools LXXIII (March, 1959), p. 16.

[2]Ibid.

[3]Kasdon, loc. cit.

the following criteria should be used in selecting reading readiness material for slow learners. Hence in summary, the following objectives should be considered in developing and using devices with children.

1. Device should be easy enough for the child to succeed.
2. Some games should be self-checking or checked by student or teacher.[1]
3. Time involved to play the game should be short.[2]
4. Drill should have variety and the format of a colorful game to get active participation by children.[3]
5. Each device should have a clearly stated purpose.
6. Each device should require children to think.
7. Devices should be in areas of study where repetition is most needed.
8. Placing the game in the proper setting is important.[4]
9. Games add motivation.[5]

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[1]Kasdon, loc. cit.

[2]Wagner, "What the Schools Are Doing in Developing Reading Readiness," Education LXXIX (February, 1959) p. 85.

[3]Kasdon, loc. cit.

[4]Ibid.

[5]Wagner, "Enriching the Reading Program - Instruction Games," Midland Schools LXXIII (March, 1959), p. 16.

CHAPTER III

EVALUATION OF HANDBOOK

This chapter will present the data that were collected concerning the devices and techniques for slow learners that are found in the handbook in Appendix A. These games were used by fifteen teachers in Section I of the Des Moines Schools, Des Moines, Iowa.

Slow learners need interesting and motivating material for them to use. It would be helpful if a teacher could have, filed together in specific categories, materials she could use to help motivate or give extensive drill to these children.

The writer collected many devices, games and suggestions for such a handbook. Selection was aided by presentation of the games and devices to Doctor Marvin Fellers of Drake University and to two first grade teachers of the Des Moines Public Schools.

The handbook was divided into eight areas. They are as follows: (1) Visual Discrimination, (2) Classification, (3) Left To Right Progression, (4) Memory, (5) Sensory, (6) Formulating and Comprehending Sentences, (7) Auditory Discrimination, and (8) Identification of Letters.

Each game was checked as to (1) degree of easiness for children, (2) degree of easiness of administration by teacher, (3) time required for teacher to check the device, (4) degree of easiness for children to check the game, (5) the fulfilling of stated purpose, (6) whether device required children to think, and (7) length of time involved in using the game.

In order for these devices to be evaluated the writer enlisted the help of sixteen teachers and their principals. These sixteen teachers were chosen from Area I in Des Moines in which there are sixteen schools. One first grade teacher was selected from each of these schools. Each teacher was instructing the slow-learning students or at least one group of slow learners.

Almost all games were tried and evaluated by the fifteen teachers. This number of games would be too large for use in the usual school year but was used in year of the study for purposes of evaluation. Fifteen of the sixteen evaluation sheets were returned and the following pages will report the teachers' findings. The check sheets can be found in the appendix.[1]

The first area listed in the handbook was Visual

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[1]See Appendix B.

Discrimination. There were nineteen games in this category. These devices give children opportunities to make comparisons of size, shape, color, number, internal detail, and serial order.[1]

Thirteen of the fifteen teachers felt that these games fulfilled the purpose stated. One teacher checked some of the games as "not clear." Most of the teachers marked "satisfactory" or "fairly easy" in regard to the games requiring children to think. Four teachers felt five games were "too easy." These games were Matching Pictures, Alike, Find My Twin, Packet of Shapes, and Crayon Upset. These same games were checked by three teachers as being "too short" in playing time. Most of the other games were checked "very satisfactory" or "fairly short" as far as time involved in using the game.

This category of games had more games marked "too easy" than did any other category. All teachers said the games were helpful and even though they were too easy for their group this year, they would not delete the games from the list as they might be able to use them another year.

The second area listed in the handbook was Classification. There were three games in this category.

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[1]Robinson, Guidebook, Before We Read.

Classification of pictures of objects into groups such as "Animal," "Food," "Furniture" will help the child to think of the class names for an object, as "A dog is an animal." The more precisely the child can define a word the better he has mastered its meaning.[1]

Two teachers felt these games were "too difficult." One of the two teachers said magazines were difficult to obtain for children to use. Almost all of the teachers checked "satisfactory" in all seven areas of the check list.

The third area listed in the handbook was Left to Right Progression. There were six games in this category. These devices give children repeated practice in naming a series of items in left to right order to help establish desirable patterns of eye movement.[2]

Three teachers felt these games were "fairly difficult" for children, two felt they were "too easy" and seven teachers felt these devices were "very satisfactory" and three checked "fairly easy." Almost all teachers felt the games fulfilled stated purposes in a very satisfactory manner. As to requiring children to think, four

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[1]Marion Monroe, Growing Into Reading (Chicago: Scott, Foresman and Company, 1951), pp. 105-106.

[2]Robinson, We Read More Pictures, p. 17.

teachers checked "fairly easy," four teachers, "fairly difficult," and seven teachers, "very satisfactory." Ten teachers checked the devices administered by the teacher "very satisfactory" and five teachers checked "fairly easy."

The fourth area listed in the handbook was Memory. There were eleven games in this category. All learning, all interpretation depends on memory. Unless we can remember the ideas gained from each new experience we may not be able to use the experience in future interpretations. The ability to make associations and form visual images will strengthen the child's ability to remember.[1]

Almost all teachers felt that all these games fulfilled the stated purpose. Teachers felt these games could be checked by the instructor "very satisfactorily" and the time involved in using each game was satisfactory. Three teachers felt children found these games "fairly easy," three teachers felt these games were "fairly difficult" for boys and girls, and the nine remaining teachers felt games were "very satisfactory." One teacher suggested changing the name of a game "Touch Me" on page

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[1] Monroe, op. cit., pp. 190-194.

sixteen to "Magic Touch."

The fifth area listed in this handbook was Sensory. There were eight games in this category. The sensory area is important and should be one of the goals of reading instruction inasmuch as one should foster interpretation that goes beyond comprehending what a passage "says" to understanding what it implies. Exercises and devices should require children to think about not only what the characters in pictured situation are doing and how they feel but why they act and feel as they do.[1]

Almost all teachers felt that the devices labeled Sensory fulfilled the stated purpose. Three teachers felt the games were "fairly easy" and three teachers felt the games were "fairly difficult" in requiring children to think. The other nine teachers felt these games were "very satisfactory." Most of the teachers felt the time involved in using the devices was satisfactory. Two teachers said some of the games were "fairly short" and three teachers stated the games were "fairly long."

Four games were marked "too easy" by one instructor. Some devices were marked "fairly easy" by three teachers. Five teachers listed games as "fairly difficult." The remainder of the teachers marked the games "very

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[1]Robinson, Before We Read, p. 61.

satisfactory." Teachers felt that pantomimes were difficult but were important. Three teachers checked "fairly short" as far as time involved in checking these devices. The remainder of teachers checked "very satisfactory."

The sixth area of learning was Formulating and Comprehending Sentences. There were six games in this category. Children with meager language ability and children who have a low intelligent quotient need a great deal of simple, repetitive type of training in language, accompanied by warm approval when they succeed in making a clear statement.[1]

These games were formulated to help children build sentences. Thirteen teachers felt all these games fulfilled the stated purpose very satisfactorily. Almost all teachers checked "very satisfactory" in regard to the games requiring children to think.

Two teachers felt the devices were "fairly short" and two teachers felt the games "fairly long." The remainder of instructors marked the devices "very satisfactory." Most of the teachers felt these devices were "very satisfactory" to administer. Most teachers felt these devices could be checked satisfactorily.

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[1] Robinson, We Read More Pictures, p. 17.

The seventh area was Auditory Discrimination. There were thirty-nine games in this category. The ability to discriminate between language sounds, which is the basis of reading skill, requires sensitivity to many aspects of sound. Yet many children just entering school only vaguely differentiate between sounds. They need games and exercises that will help them think more precisely about sounds, and that will motivate them to listen with the specific purpose of comparing and identifying.[1]

There were three teachers who felt that devices in this area were "fairly clear" in fulfilling the stated purpose; all the other teachers felt the devices were "very satisfactory" in fulfilling stated purpose. There were two teachers felt the devices "fairly easy" in requiring boys and girls to think; three teachers felt the devices "fairly difficult." Ten teachers felt the games "very satisfactory."

The eighth area was Identification of Letters. There were four games in this section. This area presented games that would help children learn to identify the names of the letters of the alphabet. This section was checked "very satisfactory" in all areas on the check

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[1]Robinson, We Read More Pictures, p. 36.

list by almost all teachers. Two teachers checked some games "fairly easy" to administer, also "fairly easy" in requiring children to think.

The sixteen teachers were given five general questions to answer concerning the handbook. Following will be some quotations from the answers given by the teachers. The first question was, "Were these devices useful?" Some of the comments were as follows: "I thought most of them were very good." "I enjoyed playing them as much as the children did." "Yes they were useful; however, I probably wouldn't use all of them in one year." "A good collection, has a lot of ideas that could be made to fit many different rooms." "Many were very helpful." "I found them to be decidedly so; having a very slow group, I used these many times, at varied times in our program."

The second question was, "Which games would you delete?" Most all teachers said they would not delete any of the games. One teacher suggested deleting rhyming games as they are difficult to use with the method of reading used at the present time.

The third question was, "Is there an area, such as "Visual Discrimination" or "Memory" or others, in which you feel more suggestions or devices are needed?" Some comments written were "Found suggestions most complete,

used all of them. Some were used over and over as was necessary with slowest. These were fine for readiness." "They are all helpful but I would say that inasmuch as we are now teaching Phonetic Keys, that the areas VII and VIII were very helpful to me."

The fourth question asked which games were most helpful? The list reported included most of the games.

The fifth question asked for suggestions, corrections, or additions to the handbook. One teacher suggested, "The game 'Lollipops' could be adapted to use as a cat and put vowel sounds in the center. Use a tongue depressor for added emphasis. The game 'Betty Blue' would be good to make for a bulletin board." Another teacher felt the game "Clowns" was too time consuming in the construction of the clowns for the game.

In summary, the fifteen teachers felt this handbook was useful. Children enjoyed using the games and benefited from the devices. There are too many games for one school year, but teachers can choose devices to fit the needs of boys and girls.

CHAPTER IV

SUMMARY

It was the purpose of this study to (1) examine the available literature concerning the readiness material to help the slow learner, (2) set up criteria by which reading readiness techniques and devices were selected for the slow-learner, (3) collect techniques and motivating devices to be used with children by the teacher, (4) put this information in a useable handbook for teachers, and (5) evaluate the devices.

The procedure for developing this study included: (1) reviewing the literature on reading readiness and slow learners, (2) setting up criteria for choosing games and devices, (3) preparing a booklet with many games and devices, (4) preparing devices ready for the teachers to use with the boys and girls, (5) evaluating the games with check sheets by sixteen teachers, and (6) evaluating the check sheets.

The handbook was divided into eight areas. They are as follows: (1) Visual Discrimination, (2) Classification, (3) Left to Right Progression, (4) Memory, (5) Sensory, (6) Formulating and Comprehending Sentences, (7) Auditory Discrimination, and (8) Identification of

Letters.

Fifteen of the sixteen teachers returned the check sheets. In summary the findings showed that thirteen teachers felt that the games in Visual Discrimination fulfilled purpose stated. Four teachers felt the games Matching Pictures, Alike, Find My Twin, Packet of Shapes, and Crayon Upset were too easy. This category of games had more games marked "too easy" than any other category.

Almost all games in Classification were checked "very satisfactory" in all seven areas of the check list by almost all the teachers.

Games in Left to Right Progression were checked "fairly difficult" by three teachers. Four teachers checked "fairly easy" and seven teachers checked "very satisfactory."

In the area of Memory three teachers felt children found these games "fairly easy," three teachers felt these games were "fairly difficult" for boys and girls, and the nine remaining teachers felt games were "very satisfactory."

Three teachers marked devices "fairly easy," five teachers marked games "fairly difficult" and remainder of teachers marked games "very satisfactory" in the area of Sensory.

Almost all teachers checked devices "very satisfactory" in the area Formulating and Comprehending Sentences. The area of Auditory Discrimination had the most devices and some teachers felt this area most helpful. The area of Identification of Letters was also very helpful.

In summary, the following ideas were given in regard to the handbook: (1) leave all games as stated in the handbook, (2) there was a sufficient number of games in each area of learning, and (3) teachers felt the games were very helpful and beneficial to boys and girls.

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APPENDIX A

HANDBOOK

TABLE OF CONTENTS

I. VISUAL DISCRIMINATION

Pupils should have opportunity to make comparisons of size, shape, color, number, internal detail and serial order. Development and refinement of a vocabulary for expressing comparisons is important to interpretation and narration of what is read. Equally important is establishing the habit of close scrutiny, which will help children when they must discriminate between letters like "c," "r" and "n," "h" and "b."[1]

Purpose: To help develop visual discrimination skills

A. Matching Pictures

Players: two to five children

Materials: Two copies of about thirty colorful pictures of familiar objects such as an automobile, a hat, a cup, and others. Mount these pictures on cards and collect them in a pack.

Directions: The group chooses a leader to deal all the cards to the players. The first player puts one of his cards in the center of the table, face up, so that all the players can see it. The child who has a card that matches it may take it and put a different card from his hand into the center. Keep playing until all cards are matched. No emphasis on a winner.[2]

B. Alike

Players: small group or class

Materials: Shapes of common objects cut from colored construction paper.

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[1] Helen M. Robinson, Marion Monroe, and A. Sterl Artley, Guidebook, Before We Read (Chicago: Scott, Foresman and Company, 1962), p. 30.

[2] Let's Play a Game (Chicago: Ginn and Company), p. 2.

Directions: Distribute the fruit, animal, or conventional shapes and let one child say; "I have a green leaf. Who has one like it?" The children holding identical leaves will join the speaker's side. The children in that row will be alike. Then say, to another child, "What have you?" He may have a yellow pear and call pupils to his row in the same way. Continue until all the rows are matched.

C. Find My Twin

Players: small group

Materials: shapes cut from cardboard or construction paper

Directions: Teacher holds up a piece of paper in the shape of a triangle. A similar shape is identified and the two are placed side by side on the flannel board or the chalk tray.

D. Packet of Shapes

Players: individuals at their seats

Materials: packets of shapes in envelopes, two of each shape.

Directions Children may take a packet to their seats and lay out matching shapes. If you have individual flannel boards, the child could put the shapes on the flannel board and bring to the teacher to be checked.

E. In Order

Players: reading group

Materials: cut shapes from the game "Find My Twin"

Directions: Teacher puts the cut shapes in an order on blackboard tray. Then remove the shapes and have a child put them back in the same order.

F. Your Turn

Players: reading group

Materials: chalk and chalk board

Directions: Teacher draws some simple shapes on the board and quickly covers them. Ask some child to reproduce the same shape on the blackboard. Repeat. After a few turns, let three or four children try reproducing shapes at the same time. Next, all try it on paper at their seats.

G. Change O

Players: small group

Materials: blackboard and chalk

Directions: Draw a circle on the blackboard. Make sure that all the pupils take a good look at it. Then have the players hide their eyes while the teacher changes the circle in some way. (Perhaps by adding a line through the middle.) Ask, "Who can tell us how the circle has been changed?" The child who describes the change correctly may make the next change. Additions to and subtractions from the basic shape should be made.[1]

H. Alike and Different

Players: all the class

Materials: objects children bring

Directions: Encourage the pupils to make collections of like and unlike objects. Place two tables in the room, one for "Alike" objects, the other for "Different objects. On the "alike" table there may be a row of acorn, milk-bottle caps, a

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[1] Ibid., p. 3.

pair of gloves, while on the "different" table there may be a red and a green apple, two dissimilar leaves, and two boxes not the same shape. Allow the children to play games with these objects. For example, a pupil might bring two or more things to school, show his objects to the class, and let the class decide whether the objects belong on the "alike" or on the "different" table.

Slow-developing children enjoy bodily movement, and they learn better when they can move about and handle objects than when permitted only to look and talk. It is easier for them to think about concrete, tangible things than about abstract ideas.[1]

I. Which One

Players: small group

Materials: identical objects except in size

Directions: The teacher places two flags of identical size on the table and places another flag with them that is smaller or larger. The teacher then asks one child which flag is different and why it is different. Other objects that could be used are flower pots, spoons, and blocks.

J. Concept of Size

Players: small group

Materials: paper circles, squares, rectangles of various sizes, also objects of assorted size

Directions: Have the pupils arrange the circle, squares, and objects in sequence according to size. Collections of pictures of different sized toys and animals are also good. Objects that might be available are: nested cans, nested blocks, nested boxes, and buttons.

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[1] Robinson, We Read More Pictures, p. 42.

K. Match Me

Players: small group

Materials: many 5" x 8" cards

Directions: Use 5x8 cards in a series of three plus a key card. Make the designs on the cards similar to the ones below.

key card

cards for pupils

Put the key card on the chalkboard ledge and have the children observe it closely. Then put the other three cards on the ledge. Have a child choose the card which matches the key card. A variation might be to give each child a card and to have the child who has the mate to the key card put it next to the key card on the ledge.[1]

L. Just Like Me

Players: one or more

Materials: two sets of cards containing several pairs of cards of like design

Directions: Sort the cards into two bundles with one card of each pair in each bundle. One bundle of cards is spread face up on the table so that each card can be seen. The second bundle of cards is placed in one pile face down on the table. The child turns up one card from this pile at a time and matches it with an up-turned card. If played by an individual child, his cards should be checked by the teacher before another child plays.

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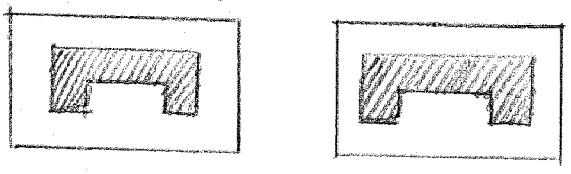
[1] David Russell and Odille Ousley, Manual For Teaching The Reading-Readiness Program (Chicago: Ginn and Company, 1957), p. 162.

Adaptations: One set of cards could be placed on the chalk rail, the second set passed to a pair of children. They in turn could place their cards by the matching card on the chalk rail.[1]



M. Letter Bingo

Players: small group or the whole class

Materials: cardboard sheets fixed like bingo

Directions: Divide several large sheets of heavy paper or cardboard into sixteen squares each. Print a capital letter in each square. Use the same letters on all the cards but place them differently. Prepare small cards with one letter on a card, again using the same letters but add some jokers. Use the same rules of play as those for Bingo. Large kindergarten beads are good for markers.

Adaptations: This game may be played with large and small letters, shapes, or with words according to the ability and needs of the players.[2]

Purposes: To learn to identify and recognize colors

N. Crayon Upset

Players: whole class

Materials: colored circles, beads or crayons

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[1]Guy Wagner, Mildred Alexander, and Max Hosier, "Enriching the Reading Program With Instructional Games," Midland Schools, LXIII (March, 1959), 18.

[2]Let's Play a Game, p. 4.

Directions: Four (more or less) children are given a red crayon, four a yellow crayon and so on. All sit in a circle with "it" in the center. He says, "All with red change places," and tries to find a chair. Later "it" may ask two colors to exchange.

O. Clothesline

Players: whole class

Materials: clothing cut from colored construction paper

Directions: Cut different items of clothing from colored construction paper. Label with the color names and hang or pin on thin cord "clothesline."

Adaptations: You could make a clown holding on to balloons. The balloons could be made from colored paper with the color word written on the balloon. You could also make a seal balancing balls with the color words written on the balls.

P. Pop-It Beads

Players: individuals in a group

Materials: pop beads or the colorful snap-together beads made for babies.

Directions: The teacher could ask one child to snap a blue bead on next to the red bead, or a green one before the blue bead, or snap two yellow ones together. Later after the children have learned their colors, written directions could be put in the box for the child to do at his seat.

Q. Match Colors

Players: individual or groups of two

Materials: small cards with color names on them, also cut triangles, squares, rectangles, circles of all the colors.

Directions: Put the small cards and triangles in a small box or in an envelope. One or two children can match the color to the color name. They may work independently at their desk or reading table. These could be made to fit together like a puzzle.

R. Color Game

Players: individual child at his seat

Materials: Mimeograph on 9" x 12" manila paper, the color words in blocked-off spaces. Colored construction paper

Directions: Each child cuts the color words that are on the manila paper. Corresponding construction papers are given to each child so he can match the words to the right colors on his desk. Teacher must check these when the children first do it. Later the child can learn to check his own by looking at some color chart in the room. These blocks may be kept in an envelope in the child's desk.

S. Betty Blue

Players: whole class

Materials: none

Directions: A pleasing way to present the color words is by repeating rhymes containing names of colors. Ask the children to listen, and then to hold up their crayon or color card that the rhyme tells about. The children may illustrate the rhyme that most appeals to them and color around the picture a border in the appropriate color. The rhymes on the next page are suggestive.

Little Betty Blue
Lost her holiday shoe,
What can Little Betty do?
Give her another
To match the other,
And then she may walk out in two.

Smiling girls, rosy boys,
Come and buy my little toys--
Monkeys made of gingerbread
And sugar-horses painted red.

Dickery, dickery dare
The pig flew up in the air;
The man in brown
Soon brought him down,
Dickery, dickery dare.[1]

T. What Is Pink?

Players: whole class

Materials: none

Directions: The following poem would be good to use when teaching colors.

What Is Pink?

What is pink? A rose is pink
By the mountain's brink.
What is red? A poppy's red
In its barley bed.
What is blue? the sky is blue
Where the clouds float thro'
What is white? A swan is white
Sailing in the light.
What is yellow? pears are yellow,
Rich and ripe and mellow.
What is green? the grass is green,
With small flowers between.

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[1]Russell, Manual For Teaching the Reading-Readiness Program, p. 95.

What is violet? clouds are violet
In the summer twilight.
What is orange? why, an orange,
Just an orange!

Christina Rossetti [1]

II. CLASSIFICATION

Classification of pictures of objects into piles of animals, food, furniture, and other categories will help the child to think of the class names for an object. "A dog is an animal." "Bread is a food." The more precisely the child can define a work, the better he has mastered its meaning. Vocabulary grows extensively as we add more words to the supply of words we can use, and intensively as we increase the precision with which we can define known words with respect to their exact meaning.[2]

Purpose: To teach children to classify related items.

A. Let's Find

Players: small group or the whole class

Materials: old magazines

Directions: Give the child a sheet of paper. Have him go through the catalog and cut out pictures of just one classification, such as toys, clothes, or furniture. Have him paste the articles of the classification you have designated on one side of the paper. This gives practice in classification of articles of one kind.

B. Which Group

Players: small group or the whole class

Materials: old magazines and brown envelopes made from wrapping paper

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[1] Ibid., p. 93.

[2] Marion Monroe, Growing Into Reading (Chicago: Scott, Foresman and Company, 1951), pp. 105-106.

Directions: Have the children make several large charts of classified objects. The children can find pictures of such categories as animals, vegetables, fruits, boats, pets, furniture, and toys. These pictures could be placed in one of the big brown envelopes first. A picture should be on the outside of the envelope so the child knows where to put his pictures. These would later be pasted on a chart. You would not have children work on all these charts at once. This activity might well go on for several weeks.

C. Match-O

Players: small group

Materials: Four fairly large pictures mounted separately on oaktag (each picture represents one of the four seasons); set of small picture cards for each season; for instance, for winter season the cards could show a sled, a snowman, and earmuffs.

Directions: Space the four large pictures along the chalk tray. The small cards are distributed to the group. Each child, in turn, places his card to the right of the large picture with which he has matched it. For example, the child holding the small picture of a swimming suit would place it to the right of the large picture of summer.

Adaptations: You could use farm or city pictures, pictures involving furniture, toys and others.

III. LEFT TO RIGHT PROGRESSION

Repeated practice in naming a series of items in left-to-right order will help establish desirable patterns of eye movement.[1]

Purpose: To teach left to right progression, also left and right hand.

A. Name The Objects

Players: small group or the class

Materials: objects from the room

Directions: Display a number of objects for children to name in left-to-right order. Begin with five or six items and gradually add more until the children can name eight or ten in sequence. Use such objects as an eraser, a book, a box, a small vase, a pencil, a pair of scissors, or a paste jar.

B. Informal Test

Players: individual child

Materials: cardboard square 8" x 8" and small pictures

Directions: Prepare a square piece of cardboard about 8" x 8", ruled into sixteen smaller squares. Into each smaller square paste a picture of a familiar object, the name of which will most likely be known by all the children. Also prepare individual record blanks containing small reproductions of the large square with sixteen smaller blank squares. Hand the cardboard picture test to a child with the simple instruction to name all the pictures on the card without touching them. On the minature test blank, record the child's pattern by

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[1]Robinson, We Read More Pictures, p. 17.

placing the numbers one to sixteen in the blank square to indicate the sequence used by the child.[1]

C. Looby-Lou

Players: whole class

Materials: none

Directions: One way to teach the left hand and right hand through use, is by playing the action game that accompanies the song "Now We Dance Looby-Lou." Teach the song to the children, then show them how to perform the actions.

D. Left To Right

Players: small group

Materials: chalkboard and chalk

Directions: The teacher draws on the chalkboard a simple figure of a house with smoke coming out a chimney and blowing to the right. Ask, "Which way is the smoke going in this picture?" For contrast draw another house in which the smoke is blowing to the left.

E. Single Row

Players: small group

Materials: cardboard and pictures

Directions: Paste a single row of five or six pictures on a piece of cardboard. On a larger cardboard, mount three horizontal rows of pictures, using four pictures in each row. The pictures could be arranged in such familiar categories as a row of pets, a row of toys, a row of furniture, and a row of fruit. First, place the card with

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[1]Monroe, op. cit., p. 166.

the single row of pictures on the chart holder and have pupils name the pictures from left to right. Next, display the pictures in the order they would follow if they were reading three lines.[1]

Purpose: The use of chart stories will help the children with left to right progression. The children will watch the teacher as she writes from left to right. Children will also note that printed symbols have a meaning.

F. Chart Stories

Players: whole class

Materials: chart paper and large pen

Directions: The children will dictate to the teacher what they would like to have written. The teacher uses manuscript lettering. If the paper does not have lines the paper may be folded. The charts should be kept simple. The charts could be illustrated with the children's drawings. The teacher uses a pointer or sweeps her hand under the story as she reads it back to the children. Listed below are some ideas for chart stories:

Charts About Us
Charts About Pets
Charts About Excursions
Charts About Weather
Charts About Plans
Charts About Records
or
Songs We Know
Helpers Chart
Morning News

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[1]Robinson, We Read More Pictures, p. 17.

IV. MEMORY

All learning, all interpretation depends on memory. Unless we can remember the ideas gained from each new experience we may not be able to use the experience in future interpretations. The ability to make associations and form visual images will strengthen the child's ability to remember. Classifying is another invaluable aid in promoting ability to remember.[1]

Purpose: To help children develop memory

A. What Is Missing?

Players: small group or the class

Materials: several common objects, such as a pencil, small toy car, button and others

Directions: These objects are placed on a table. Children have an opportunity to see them. One child is designated to leave the circle. One object is taken from the table. The child returns and determines which object is missing. Do not include too many objects at first. The number of objects may be increased as children become efficient at playing the game.

Adaptations: Colored objects, such as blocks may be used. The child guesses which color has been removed.

B. Picture Study

Players: small group

Materials: large pictures

Directions: Children study a picture for a few minutes. Cover the picture and ask the children to recall the details.

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[1]Monroe, op. cit., pp. 190-194.

C. Drawing From Memory

Players: small group

Materials: cards containing a single figure, such as a square with a dot in the middle, two circles connected by a short line, and others.

Directions: Teacher should hold the card so the children can see it for ten seconds. Remove the card. Have the child draw the picture from memory. This could be done as a class project and children draw the picture from memory at their seat. This game is very similar to Your Turn on page two but this should be more detailed drawings.

D. Memory

Players: class

Materials: three objects from the room

Directions: Children stand in a circle. All watch while articles are given to three of the children. At a signal all the children put their hands behind them; then one is chosen to name the children and the articles given to them, as "John has a block."[1]

E. Toy Shop

Players: small group or the class

Materials: toy telephone, pictures or toys

Directions: A child calls "Toy Shop" on a toy telephone to order three toys (number can be increased). The store keeper must repeat the order in the right sequence and then fill the order. Toys or pictures of toys could be used.

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[1] Reading Readiness in Kindergarten and First Grade, (Minneapolis Public Schools, 1956), p. 18.

Adaptations: Change and call a grocery store or pet store. Children could repeat the order instead of actually giving the child the things he ordered.[1]

F. Peddler Game

Players: class or small group

Materials: five or six objects from the room

Directions: One child is given five or six objects, which he sells (distributes) to the others as he walks among them. As soon as a buyer gets an object, he hides it in his pocket. When all objects are sold, the seller must collect them, asking each buyer for the thing that he has sold him. If he remembers correctly, the buyer gives him the objects; but if not, he must try until he is successful, although he may collect from the others.[2]

G. Touch Me

Players: small group or the class

Materials: none

Directions: Ask a child to touch any object in the room, then sit down. The next person must touch that object and then another object. This continues with each touching the objects in order and then adding whatever he wishes. If a child fails to touch the objects in the correct order, give him some help and let him be one of the first ones next time.

H. Story Time

Players: small group of children or the class

Materials: none

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[1]Ibid., p. 33.

[2]Ibid., p. 18.

Directions: The teacher tells a short story while someone carries out the actions. Later the child waits until the teacher has told the story before she starts to do the actions. For example, "Mary skipped to the window and looked at a tree. Then she went to the chalkboard and drew one. Last of all, she tiptoed back to her desk." Start with only a simple story and as the children gain more experience, make the stories more complicated and with more directions.[1]

Other suggestions for the game Story Time might be:

--First, draw a picture of a house on the chalkboard.
--Next, put a chimney on the house.
--Then, show some smoke coming out of the chimney.

--First, find a blue book on the library table.
--Next, find a picture in the book.
--Then, hold up the book and show us the picture.

--First, get a paper towel.
--Next, dust the tops of the tables with towel.
--Then, put the towel in the wastebasket.[2]

. Pack a Picnic

Players: small group or class

Materials: none

Directions: The teacher begins by saying, "Today I am packing my picnic basket and I'll need some help. I'll put in some cake. What will

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[1]Virginia Warner, "Story Time," The Instructor, LXXI (April, 1962), 64.

[2]Robinson, We Read More Pictures, p. 37.

you put in, Ruth?" Ruth answers, for example, "I'll put in some cake and some ice cream." Each player repeats the articles already packed and adds one of his own. Continue until four or five children have had a turn and then start over again. Toy boxes or Santa's pack might be filled as variations of the game. If a child has difficulty recalling a series, he might have his turn early in the game.[1]

J. Which Way

Players: small group or class

Materials: none

Directions: Ask a group of pupils to stand in a row, with one child turned around. The other pupils in the class identify the different ones.

K. Reversals

Players: small group

Materials: squares, triangles, circles cut from construction paper

Directions: Arrange the squares, triangles, and circles in three piles on a table near the reading circle. Select two of the shapes (a circle and a square, for example) and place them side by side in the holder or chalk ledge. Have children tell which is to the left - the circle or the square - and which is to the right. Then cover this arrangement of figures and ask someone to come up and make another one just like it. Uncover the first arrangement and have pupils check to see that the two are identical. Repeat several times with two shapes and then use sequence of three.[2]

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[1]Wagner, "Enriching the Reading Program With Instructional Games," p. 17.

[2]Robinson, Before We Read, p. 45.

V. SENSORY

One of the goals of reading instruction should be to foster interpretation that goes beyond comprehending what a passage "says" to understanding what it implies. Why, for example, does a fictional character act and react as he does? Much can be done at the pre-reading level toward developing this inquiring mental attitude. Exercises and devices should require children to think about not only what the characters in a pictured situation are doing and how they feel but why they act and feel as they do.[1]

Talking about emotional reactions is difficult for most children, but they often enjoy acting them out. Self-consciousness is less likely to interfere if you suggest that the child pretend he is someone else and show how that person would feel.[2]

Purpose: To help children develop sensory images

A. Pantomime

Players: small group or the class

Materials: none

Directions: A child pantomimes the actions of an interesting person seen on the way to school. The other children guess who the person is and what he was doing. For example: the mailman delivering the mail, the milkman, the custodian burning papers, and the bus driver might be used as ideas. Other topics for pantomime might be the following:

Mother Goose Rhymes
Helping at Home
Having Fun with A Birthday Present
What I Saw a Policeman Doing
A Trip Downtown

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[1]Robinson, Before We Read, p. 61.

[2]Robinson, We Read More Pictures, p. 30.

You could also pantomime characters. First discuss the feelings and actions of a character. Encourage children to be that person. Examples would be: big, little, brave, happy, unhappy, kind, old, and young.[1]

B. Surprise Package

Players: small group or the class

Materials: none

Directions: Each child takes an imaginary object out of a make-believe surprise package. He pantomimes what can be done with the object. The group guesses what the object is. Definite topics may be used as, "A Birthday Present," "A Toy," or "Food."[2]

C. Action Please

Players: small group or the class

Materials: none

Directions: Have children come to the front of the room and pantomime an action. (You will probably have to whisper a suggestion in his ear). The other children guess the action and tell in a sentence who is performing and what he is doing. Easy pantomimes that will stimulate simple action sentences are:

brushing hair
tying a shoe lace
throwing a ball
jumping a rope
washing hands
drinking from a glass[3]

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[1] Reading Readiness in Kindergarten and First Grade, p. 46.

[2] Ibid., p. 47.

[3] Robinson, We Read More Pictures, p. 18.

D. Happy and Sad

Players: whole class

Materials: magazine pictures

Directions: Have the children find pictures of people that are happy and sad. These pictures can be put in a scrapbook or on a poster. Discuss the picture and have the children give you a sentence about the pictures. The teacher could write the sentence in the scrapbook under the picture.

E. Pretend

Players: whole class

Materials: none

Directions: Following you will find a list of ideas that you could use to pantomime.

Be a flower trying to get through the hard ground. How do you feel? What do you say?

Be a child looking through a toy store window at Christmas time.

Be a new colt just stretching its legs after birth.

Be a puppy on a sunny day.

Be a kitten playing with leaves.

Be a toddler trying to catch a feather.

Stretch the imagination! A child's mother sent cup cakes as a birthday treat. How does the birthday boy feel? How do the other children feel? How might the cup cakes feel? Taste.

Pretend to be a new child at school. Tell how you feel.

Be a new stamp starting out on a letter.

Be a mother with a headache when the children are noisy.

Be a lonely child with a new dog.

Begin with actions, pantomime, and creative play, then proceed to words. Have the children be Alice, Dick, Jerry, or Jane and then proceed as above. It helps children if they can assume the feelings of characters.[1]

F. Oh, Oh

Players: whole class or small group

Materials: none

Directions: Suggest that individuals demonstrate how a person would look if one of the following things happened. Encourage the child to use his entire body.
--You come home from school on your birthday to find that your mother has arranged a surprise party for you. As you step in the door, the guests shout, "Happy Birthday."
--On the day of a long awaited picnic you go to the window to check on the weather as soon as you get up. It is raining very hard.
--As you and your father are looking at some puppies in the window of a pet shop, he says that he will buy one of them for you.
--You have just hammered your thumb by mistake and have dropped the hammer on your toe.[2]

G. How Does It Feel?

Players: whole class or small group

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[1]Mauree Applegate, Easy in English (Evanston: Row, Peterson and Company, 1962), p. 266.

[2]Robinson, Before We Read, p. 50.

Materials: none

Directions: Teacher hold up a picture of children playing in the sandpile, then ask the following questions.
--Have any of you ever played in a sandbox? What did you build in the sand?
--Do you remember how sand feels when you scoop up a handful? How does the sand feel when the sun is shining on it? (Teacher might supply warm and dry, trickles and sifts through your fingers.)
--How does wet sand feel? (cool and moist, sticks together in little lumps)
--Does the damp sand trickle through your fingers? (sticks to your fingers, feel gritty)
--Is dry sand or damp sand better for building something? Why is damp sand better?[1]

H. Mystery Box

Players: whole class

Materials: objects in a box

Directions: One child covers his eyes with a blindfold. This child then puts his hand in the mystery box and draws out an object. He tries to guess what the object is and what it is used for. He tries to guess what it is by the feel, smell, and hints from the class. It is fun to use the box first thing in the morning or first thing in the afternoon, letting one child do it each day. Some of the objects might be walnut, cotton, feather, fingernail file, keys, potato, onion, orange and many others.

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[1]Robinson, We Read More Pictures, p. 28.

VI. FORMULATING AND COMPREHENDING SENTENCES

Children with meager language ability and children who have a low intelligent quotient need a great deal of simple, repetitive type of training in language, accompanied by warm approval when they succeed in making a clear statement. You may need to compensate at school for some of the experiences that children may not have had before coming to school.[1]

In working with timid, immature, or slow learning children, it is important to give them plenty of time to form and express their ideas. Nothing so effectually discourages a child from talking as does the practice of asking a question and then promptly answering it yourself, or moving on to someone else just as the first child begins to speak. It is true that in the early weeks of school, at least, you may frequently need to put words into childrens' mouths, or suggest terminology for them to use, but when you ask questions, give pupils a chance to answer them.[2]

Purpose: To learn to formulate and comprehend sentences

A. Quiz

Players: class or small group

Materials: none

Directions: The teacher says, "Let's play a quiz game. I'll ask a question and you answer it." Encourage pupils to answer each question in a complete sentence. These questions point up the use of over.
--What jumped over the moon? (The cow jumped over the moon.)
--Who jumped over the candlestick?
--What can fly over a tree?
--What can you hold over your head to keep off the rain?
These questions will point up the use of down.

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[1] Ibid., p. 17.

[2] Ibid., p. 20.

--What drips down the windowpane on a rainy day?
--What comes out of your eyes and runs down your cheeks when you cry?

Lead children to use the word through by asking:

--What comes through the garden hose when you turn on the faucet?
--What does your mother put through the eye of a needle?
--What do you like to drink through a straw?
--What flies through the air and leaves a long white streak in the sky?[1]

B. Finish It

Players: small group

Materials: none

Directions: The teacher will say something and stop without finishing the sentence. The teacher will then call upon a child to finish the sentence. (A little boy can . . .) Encourage many different endings, as: A little boy can ride in a wagon. A little boy can climb a tree. This can be expanded to encourage two things the little boy can do: A little boy can . . . hop and skip; run and play. Be sure the child responding tells a complete sentence.

C. Surprise Sack

Players: whole class

Materials: paper sack with an object in the sack

Directions: Each child is encouraged to bring a small object in a sack, such as a top, a bracelet, a wind-up-toy, or a little plastic car. At sharing time each child, in turn,

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[1]Ibid., p. 46.

tells something about his hidden surprise. Other children try to guess what is in the sack. Children should be encouraged to use "color" words or "size" words. Those children who do not bring an object of their own may choose something from the room or from a collection of objects furnished by the teacher.[1]

D. Reds and Blues

Players: class or small group

Materials: none

Directions: Divide the group into two teams, the Reds and the Blues, and line the teams up facing each other. As you call out an order like Blues bow to Reds, there is a friendly competition to see on which team most of the players respond correctly. Other directions might include the following:
--Reds touch Blues on the shoulders
--Reds wave to Blues
--Blues shake hands with Reds
--Blues point to Reds
--Reds smile at Blues[2]

E. Left Out

Players: whole class or small group

Materials: none

Directions: To promote awareness that words like a, an, the, are, am, for, and in are actually separate words in our language, ask pupils to listen carefully as you say a sentence containing one of these words. Then leave out that word as you repeat the sentence.

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[1] Guy Wagner, Mildred Alexander, and Max Hosier, "Building Skills in Writing and Speech with Instructional Games," Midland Schools, LXXIII (April, 1959), p. 18.

[2] Robinson, Before We Read, p. 38.

Note whether children can correctly identify the missing word. Say, for example, "Sally has a little car." Then repeat the sentence, omitting the word a. Continue similarly with sentences like the following, leaving out the words in brackets the second time you say the sentences.
--We saw (an) elephant at the circus.
--The circus was fun (for) everyone.
--Dick, Jane, (and) Sally rode on (the) merry-go-round.
--They (are) going again next year.[1]

F. Where

Players: small group or class

Materials: none

Directions: Ask three children to come to the front and to act out a sentence that you whisper to them. Whisper a sentence that expresses what one child is doing in relation to the other two. John is standing between Jack and Ted, for example. Ask someone in the group that is watching to tell in a sentence where John is standing. Continue with other groups of three children and such sentences as Alice is sitting behind Sue and Mary; Harry is running around Mark and Bob; Lee is holding his hands over Perry and Jim; Ann is hopping up and down between Betty and Joe.[2]

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[1] Ibid., p. 37.

[2] Ibid., p. 82.

VII. AUDITORY DISCRIMINATION

Ability to discriminate between language sounds, which is the basis of reading skill, requires sensitivity to many aspects of sound. Yet many children just entering school only vaguely differentiate between sounds. They need games and exercises that will help them think more precisely about sounds, and that will motivate them to listen with the specific purpose of comparing and identifying.[1]

Purpose: To learn to listen to sounds

A. Hear the Bell

Players: class

Materials: bell

Directions: This game is played like "Button, Button Who has the Button?" A Small bell is used instead of a button. The pupil who is "It," or the "listener," goes to the front of the room and stands with his back to the class while the leader, who has the bell, passes around the room quietly, laying the bell on the lap of some child. This child holds the bell quietly until the leader goes to the front of the room and says, "Hear the bell! Who has the bell?" The child holding the bell rings it, and the listener tries to guess the name of the child who rings the bell. He may have three guesses. If he names the child correctly, he may be the next leader. If he misses, he must listen again.[2]

B. Bouncing Ball

Players: whole class

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[1]Robinson, We Read More Pictures, p. 36.

[2]Russell, Manual For Teaching the Reading Readiness Program, p. 20.

Materials: ball

Directions: The teacher bounces the ball two, five or three times. Children listen and count silently. A child says, "You bounced the ball four times." If he answers correctly he may have the next turn at bouncing the ball.[1]

C. Airplane Fly

Players: class

Materials: none

Directions: Direct the children to stand by their seats with their arms at their sides. When the teacher says, "Airplanes fly," the arms should be raised and flapped as if the children were flying. If the teacher says, "Tables fly," the children's arms must remain at their sides even though she raises her own to try to catch them. Continue the game, directing the children to flap their arms only when an item is mentioned that can fly. Such a game may help children to listen.[2]

D. Listening Game

Players: whole class

Materials: none

Directions: Two pupils come to the front of the class, one to be a listener, the other to select speakers. The listener turns his back to the class and closes his eyes. The other pupil then gestures to someone to rise and say, "Mark, guess who this is." (Use the listener's name.) The speaker should use

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[1]Reading Readiness in Kindergarten and First Grade, p. 61.

[2]David Russell and Odille Ousley, Manual For Teaching the Pre-Primer Program (Chicago: Ginn and Company, 1957), p. 113.

his normal speaking voice when the game is first played. Decide the number of guesses the listener should be permitted. The speaker who cannot be identified becomes the next listener. Very soon the listeners will be able to identify the speakers expertly. Then you can make three new rules: (1) the speaker may disguise his voice; (2) he may move to any area of the room before speaking; (3) the listener is now permitted only one guess.[1]

E. Magic Circle

Players: whole class

Materials: none

Directions: Draw a large circle with chalk on the floor. Ask, "Who would like to step into this magic circle and be Tom playing a horn? Show us what you will do." Continue with other common sounds, as Betty knocking on the playhouse door, and sounds to make in playing train.[2]

F. What Do You Hear?

Players: whole class

Materials: objects with which to make noise

Directions: Have the children identify objects which produce various sounds: A child (behind a screen) shakes a rattle, turns an egg beater, crushes paper, sweeps with a broom, pours water into a glass, hammers a nail, rings a bell, saws wood, and blows a whistle. The other children try and guess what is being done.

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[1]Marilyn Tullys, "A Listening Game," The Instructor, LXXI (September, 1961), 102.

[2]Russell, Manual For Teaching the Reading Readiness Program, p. 121.

G. Echo

Players: whole class

Materials: pencil or ruler to tap with

Directions: Have one child tap a pattern and another child, across the room, "echo" back the same sequence. (tap, tap - rest - tap, tap, tap) The child that gave the "echo" back then taps a new sequence and calls on someone to echo back the new sequence.

H. Answer Please

Players: whole class

Materials: none

Directions: After the teacher has read Mother Goose Rhymes many times to the children ask the following questions to see if the children have been listening and doing some thinking.

--Where did Pussy Cat go?
--What was Humpty Dumpty?
--What was wrong with the Three Blind Mice?
--What did Little Miss Muffet have to eat?
--What was Little Jack Horner eating?
--What happened to Little Bo-Peep's sheep?
--Why didn't Little Bo-Peep know where to find her sheep?
--What did the Crooked Man find by the Crooked Stile?
--What did Polly put on the stove?
--Where were the sheep and cows that Little Boy Blue took care of?
--What rang when Pussy was in the well?
--Did Jack and Jill bring any water home for their mother?
--Who took care of Jack after he fell down the hill?[1]

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[1] Reading Readiness in Kindergarten and First Grade, p. 36.

I. Do As I Say

Players: whole class

Materials: a variety of fairly small objects, at least two of each, (pencils, crayons, books, clips)

Directions: Let individual children come up to the table or desk wherever the objects are located and take turns doing as you say. These directions should help children distinguish between singular and plural forms in a sentence. Give directions like the following: Pick up the book (or books). Open the magazine(or magazines). Spin the top (or tops). Hand me the clip (or clips). Roll the ball (or balls). As variation, use directions like this: Lean on your elbow (elbows).[1]

J. Which Is It?

Players: whole class or small group

Materials: none

Directions: Teacher says two words that sound alike except for one sound. Then teacher will ask a question that can be answered by only one of the words and pupils are to tell which word it is.
--pebble, petal - Which part is a flower? Then ask what is a pebble?
--bike, book - Which can you ride on?
--cotton, kitten - Which is a baby cat?
--butter, buzzer - Which makes a noise?
--summer, supper - Which is a meal?
--beans, bones - Which are vegetables?
--buckle, bubble - Which will float through the air?
--leather, letter - Which would you put a stamp on and mail?

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[1]Robinson, Before We Read, p. 46.

--cattle, kettle - Which would graze in a pasture?[1]

K. Which One?

Players: whole class or small group

Materials: none

Directions: Adaptation to the game above.
--Which one can crawl, a beetle or a bottle?
--Which one can fly, a board or a bird?
--Which one do you sew with, a needle or a noodle?
--Which one bounces, a bowl or a ball?
--Which one needs a hanky, a sneeze or a snooze?
--Which one grows on a tree, a leaf or a loaf?
--Which one is your father, a man or a moon?
--Which one do you wear on your head, a cap or a cup?
--Which one can you read, a bank or a book?
--Which one went up the clock, a moose or mouse?
--Which one do you eat, beans or bones?
--Which one is an animal, a poppy or a puppy?[2]

Purpose: To listen to words that rhyme

L. Sound-Alike

Players: played individually or in groups of two

Materials: painted egg carton and a set of small pictures that rhyme

Directions: A child can take the egg carton and a set of small pictures to his seat and put the rhyming cards into the separate sections. The teacher must check the pictures to see if the child has them correct.

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[1] Ibid., p. 101.

[2] Ibid., p. 133.

M. Jingles

Players: small group or class

Materials: none

Directions: Children should have an opportunity to listen to many jingles and hear the words that rhyme. Nursery Rhymes are excellent to use. Here are some jingles one might use also.

Run fast
Don't be _____(last).

Larry Allen Lee
Is a busy little bee
Ate up all of grandma's cookies
As you can_____(see).

See the clown
Go up and_____(down).

Up in the sky
The airplane_____(fly).

See, oh, see
A bird is in the_____(tree).

N. Rhyme Time

Players: small group

Materials: picture rhyming cards (3"x 4")

Directions: The picture cards are placed along the chalk tray. The first child goes to the board and picks up the first card and says the name of the object. He then moves along the chalk tray until he finds a picture card which rhymes with his first card. He keeps both cards if he says correctly the name of each picture.

O. Rhyme

Players: whole class or small group

Materials: none

Directions: The teacher asks these questions and the answer will be a word that rhymes.
--I see something in this room whose name rhymes with the word block. It tells us when to go to recess, when to go to lunch, and when to go home. What is it? (clock)
--I'm thinking of something that we hang our coats on. Its name rhymes with the word book. What is it? (hook)
--I'm thinking of something that makes the four sides of our room. Its name rhymes with the word ball. What is it? (wall)
--I'm thinking of a part of a hammer that we take hold of. Its name rhymes with the word candle. What is it? (handle)[1]
--I'm thinking of something that holds my watch on. Its name rhymes with the word hand. What is it? (band)
--I'm thinking of a color. This color word rhymes with bed. What is it? (red)
--I'm thinking of something you can ride in when you go down town. Its name rhymes with jar. What is it? (car)

P. My Dog

Players: small group or class

Materials: small jointed cardboard dog

Directions: Make a small jointed cardboard dog. Put this dog into different positions, and make up rhymes that he might be saying and that the children can finish.

I am a dog; my name is Jack
I like to lie upon my ____(back).

I am a dog; my name is Jip;
I'm going with my master on a ____
(trip).

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[1]Robinson, We Read More Pictures, p. 26.

See me sit up; see me beg;
See me stand up on one____(leg).[1]

Q. Jack in Box

Players: small group or the class

Materials: none

Directions: Children are to stand up when you say two words that rhyme, to remain seated when you say two words that do not rhyme. Use pairs of words like the following (notice that non-rhyming words contain some sounds that are alike; so pupils must listen carefully). truck, duck; spoon, moon; candle, candy; pin, tin; flop, flap; girl, curl; boy, toy; pet, pen; flower, shower; book, bike; pony, penny.[2]

At the same time that children are becoming familiar with rhymes, they should also have many opportunities for noticing alliteration, or words that begin with the same sound. The tuneful alliterative phrases in jingles and stories are constantly catching attention and should be repeated for sheer pleasure. "Pease porridge," "dickory dock," "Baa, baa black" -- "a diller a dollar," "a sailing on the sea," "Jack and Jill," "Little Lucy Locket," and many other combinations of words beginning alike add their share to the delightful qualities of nursery rhymes. At first, merely give the children the experiences of hearing and enjoying the sounds.[3]

Since most children need many repetitions of alliterative phrases and sentences before they develop

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[1]Mauree Applegate, Easy in English (Evanston: Row, Peterson and Company, 1962), p. 267.

[2]Robinson, Before We read, p. 29.

[3]Marion Monroe, Growing Into Reading (Chicago: Scott, Foresman and Company, 1951), pp. 132-133.

the realization that the beginning sounds in many words are the same, the following procedures will be helpful.[1]

Purpose: To identify likenesses and differences in consonant sound

R. Hear and Say

Players: small group

Materials: Pictures from magazines that illustrate alliteration, such as pig in a pen, a baby in a bed

Directions: Mount the pictures on cards of the same size. Show about five cards at first, simply telling the children that the pictures are about things that are fun to hear and say. While showing each picture, pronounce the "title" with emphasis on the alliteration. Then ask for a volunteer to repeat what was said for each picture. By the time several children have repeated "a pig in a pen," "a house on a hill," while seeing the pictures, the rest of the class will be saying the catchy titles to themselves. Add other pictures to the pile from time to time. Let pairs of children look at the pictures at their tables, saying the titles to one another.[2]

S. Oral Sentences

Players: small group or the class

Materials: none

Directions: Have children identify words in oral sentences that begin with the same sounds as the alliterative pairs of words used in

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[1]Robinson, We Read More Pictures, p. 51.

[2]Monroe, loc. cit., p. 133.

the preceding game with pictures, called Hear and Say. Say the sentence, "The boat is in the box." Then ask, "Which words in that sentence begin with the same sound?" Now listen carefully as I say some other sentences and see whether you can hear the words that begin with the same sound.
--The baby had its bottle in bed.
--Betty bought a big balloon.
--Bobby had a baseball and bat.
--Bill put a bell on his bicycle.
--The trailer truck stopped traffic.
--Jim bumped his tricycle into a tree trunk.
--The horse trotted around the track.
--Bill tried a trick on the trapeze.
--Sue made a sailboat out of soap.
--Sam saved his sandwich in a sack.
--Sailors wear white suits in summer.
--Susie and Sara sat on the sidewalk.
--Peter picked a pepper.
--Dan had a dollar and a dime.
--A goat got in the garden.
--A farmer fixed his fence.
--Lucille likes lettuce.
--Mother made muffins.
--Nancy was never naughty.
--Tom talked on a telephone.[1]

T. Magazine Pictures

Players: small group

Materials: pictures from magazines

Directions: Give the children brightly colored magazine pictures containing many objects. Draw a ring around one of the objects in each picture. Let the children study the picture to find the names of other objects that begin with the same sound as the name of the encircled object. The children

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[1]Robinson, We Read More Pictures, p. 51.

place a marker on each object they find.[1]

U. Listen

Players: small group

Materials: none

Directions: The teacher says two words. If the two words start alike the children raise their hand. Use one word like Susan and say another word with it each time, like soap, Susan. Continue in the same way with the following word pairs:

Susan, pencil	Susan, seen
Susan, sat	Susan, book
Susan, door	Susan, some
Susan, saw	Susan, toy
Susan, wagon	Susan, sock

To help the child who is slow to respond, have him repeat the words after you to "feel" the beginning sound of the two words.[2]

V. Clap, Clap

Players: small group

Materials: none

Directions: Ask the children to listen as you say words in groups of three and to clap if all three words begin with the same sound.

mother, milk, me
mouse, fish, mother
milk, mother, baby
mice, man, sun
mother, book, monkey
mother, me, man
mother, fence, made[3]

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[1] Monroe, loc. cit., p. 135.

[2] Russell, Manual For Teaching the Pre-Primer Program, p. 194.

[3] Ibid., p. 105.

W. Like Me

Players: small group

Materials: six or seven pictures of objects whose names begin with the same sound. For example: wagon, window, watch, wall, walnut, wood, and wolf. Pictures of objects that begin with a different sound such as "b," "s," "t," "f," and "d."

Directions: Place the picture of a wagon at the top of the card holder. Have a child pick up a pictured object and say its name. If the name begins with the same sound as wagon, let him put it in the card holder. If it does not begin with the same sound as wagon, have him put it on the chalk ledge. Continue in this way until each child in the group has had a turn.[1]

X. Matching Sounds:

Players: small group

Materials: Sets of four cards, containing pictures of objects that begin with the same sound, boy, box, balloon and baby. Use about four different letters.

Directions: To play, mix all the cards, then sort, stacking together the four that start with the same sound. Or, divide cards among players and have them trade back and forth until all the cards and sounds have been matched.

Y. Match Me

Players: several sets of partners

Materials: pictures of common objects such as baby, ball, balloon, basket, bicycle, tree, car, and dress

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[1] Ibid., p. 195.

Directions: Place these picture cards about the room where they can be easily seen. The teacher will name an object, for example, "bear," and each set of partners, in turn, will find a picture card which begins with this sound. As the teacher repeats the word "bear," each set of partners will be called on to name the object on their card. The teacher will name another word and the game continues.

Z. Who's There?

Players: two or more players

Materials: Pack of cards which there are different pictures of objects beginning with three different sounds.

Directions: Make sure that all the players know what these three sounds are. One child, the mailman, holds a stack of cards. He knocks on a chair or table. The first player asks, "Who's there?" The Postman answers, "It is I, the mailman, open the door and let me in." The child says, "Do you have any seeds for me, Mr. Mailman?" The child uses the name of an object that begins with one of the three selected sounds. Mailman then delivers to the child a card with a word that has the same beginning sound. If he delivers the wrong card, he loses his turn as mailman. If the child does not give a word that begins with one of the three sounds, then the mailman may say, "Not today. I have balls, coats, and tables." He names the three sounds.

AA. Picking Up Blocks

Players: small group

Materials: chalk board

Directions: Draw blocks on the chalkboard. Letter each block with h, m, or any consonant, the sound

of which needs review. The child "picks up" a block (erase it) when he tells a word that begins with the sound of the consonant shown on the block.

BB. I Went To Boston

Players: small group, not more than five

Materials: none

Directions: Form the children into groups of five. The teacher begins the game by saying, "I went to Tennessee and I took a tomahawk with me." The first child in the first group repeats what the teacher said and adds a new word that begins with the same sound as the key word. He may say, "I went to Tennessee and took a tomahawk and a toad with me." Each player repeats what the last one said and adds another word beginning with "t." If a player cannot add a word, he waits until they start over again and be one of the first ones.

CC. Touch and Go

Players: small group

Materials: several objects

Directions: The teacher may have a collection of objects or of pictures on a table. A child is selected to touch as many objects or pictures as he can whose names begin like a specified key word, such as mitten. Each time an object or picture is touched, the name of it must be mentioned. Other children watch to see if all the words which begin like the specified key word were used.[1]

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[1]"Phonics Games for Primary Grades," Bulletin Number 32558, (Chicago: Lyons and Carnahan, 1957).

DD. Up The Ladder

Players: small group

Materials: pictures, paper or wooden ladder

Directions: For review of consonants, the teacher may place pictures of various key words, as "dog," "lamp," "nest," "girl," one below the other in the card holder or on a wooden ladder. Let a child "climb the ladder" by giving a word that begins like each key word. An example of a response is: do, let, not, and good. No child should use the words that were used by a previous child.[1]

EE. Earn Your Way

Players: reading group

Materials: none

Directions: The teacher will say two words such as baby, ball, and call on one child to tell if the two words start alike. Child goes to his seat if he answers correctly. The teacher continues until all children in the circle have answered one correctly. This should be done at the end of the reading class.

FF. Bag of Toys

Players: small reading group

Materials: paper sack with small toys as, car, boat, and top

Directions: Place the toys on the reading table. The teacher can say please pick up the toy that starts like baby. Is there another toy that starts like baby? If so, choose another child to pick up that toy. Continue until all the toys are picked up.

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[1]Ibid.

GG. Riddles With Sounds

Players: class or small group

Materials: none

Directions: The teacher will tell something about a word that begins with the same sound as here. The teacher will then ask the children to tell the word.

--What do we call the building in which people live? (house)
--You have two of these. They have five fingers on them. What are they? (hands)
--You wear this on your head. What is it? (hat)
--This is something we use to water the lawn or garden with. What is it? (hose)
--You can pound nails with this. What word is it? (hammer)
--This is something you should comb every morning. What is it? (hair)[1]

Riddles for the word come.

--This is what you put on before you go outside to play when it is cold. What is it? (coat)
--You go for a ride in this. What is it? (car)
--Mother usually bakes one for your birthday. What is it? (cake)
--This likes to chase mice. What is it? (cat)
--You can use this to help keep your hair looking nice. What is it? (comb)
--This is something that pet birds like canaries are kept in. What is it? (cage)
--These grow in a garden. Rabbits like to eat them. What are they? (carrots)
--You can take pictures with this. What is it? (camera)[2]

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[1] Paul McKee and Others, Teacher's Manual For the Revised Tip (Boston: Houghton Mifflin Company, 1949), pp. 57-58.

[2] Ibid., pp. 65-66.

Riddles for the word mother.

--This is what ice cubes do when they are left out of the refrigerator. What is the word? (melt)
--This is what we call the letters we get from other people. What word is it? (mail)
--This is something your father uses when he is going on a trip in the car and wants to figure out how to go. What is the word? (map)
--We use this when we buy things. What is it? (money)[1]

Riddles for the word wagon.

--We drink this when we are thirsty. What is it? (water)
--Birds have two of these; without them birds could not fly. What are they? (wings)
--There are many of these in your house to let the light in. What are they? (windows)
--We say that this flies around on a broom at Halloween. What is it? (witch)
--This is what we say a thing is when it's not cold and not really hot either. What's the word? (warm)[2]

HH. What's In the Bag

Players: small reading group

Materials: paper sack with some objects in it, pictures

Directions: The teacher might sat something like this: "Today we have a bag with something in it. Do you see the picture on the outside of the sack? Each of you may put your hand in the sack and pull out an object. After you have the object see if it starts with the same letter as the picture on the

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[1] Ibid., p. 94.

[2] Ibid., p. 94.

outside of the bag. After all the objects have been taken from the sack, place the things that started like the outside picture back in the sack."

II. Tick Tack Toe

Players: small group

Materials: cardboard wheel and pictures

Directions: Make a large wheel and place paper clips around the outside so pictures can be slipped under the clip. This way the pictures could be changed. One child, using a pointed, moves from picture to picture as he says, "Tick tack toe, around I go. Where I stop, does (Billy) know?" If the child mentioned can tell the word, then he is "it" for the next game. A child may start anywhere on the wheel and move in either direction.

Purpose: To develop auditory perception of final sounds. Many of the games for initial sounds could be used for final sounds. Here are some additional games for final sound.

JJ. Right-Left

Players: whole class

Materials: none

Directions: For this game the children are seated at their desks. The right hands are in the laps. The children move their hands to the right or the left side of their desks to indicate where a specified consonant was heard in a word. To give experience with the letter r the teacher may pronounce these words: door, racket, floor, raft, rag, four, pure, raise, more, reach, nor, oar, read, pour, rink, and roar. Children who respond correctly will have

their right hands on the right edge of the desks when they hear the word door and on the left edge when the hear the word racket.[1]

KK. Write X

Players: whole class

Materials: lined paper and pencil

Directions: Have each child fold a piece of lined paper lengthwise. Have each line numbered from one to ten. Dictate words that begin or end with a specified consonant, as tail, nut, object, torch, vent, tadpole, talk, and left. When tail is announced, X is made on line one in the left column. When nut is announced, X is made on line two in the right column, and so on.[2]

Purpose: To develop auditory perception of vowel sounds. The devices for initial and final sounds could also be used for vowel sounds.

L. Vowel Similarities

Players: small group

Materials: picture cards of vowel sounds

Directions: Deal four cards to each player and put the rest of the cards in a pile in the middle. The first player reads any one of his cards aloud. Any player who holds a card with a similar vowel sound must give it to the caller. If no one has such a card, then the card must be discarded, and the caller draws another from the pile. In this event, he must wait for his next turn to call for cards.

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[1]"More Phonics Games For Primary Grades," Bulletin Number 31958, (Chicago: Lyons and Carnahan, 1957).

[2]Ibid.

MM. Which Place

Players: individual

Materials: small box, curtain hooks and pictures

Directions: Fasten five curtain hooks in a box in a row about two inches apart. Print one of the vowel letters above each hook. Paste pictures on small cards with holes in the end of the cards. These pictures should have one vowel sound and it should be long or short, whichever you desire the box or this particular device to stress. Have the child find the correct picture for the vowel letter and fasten it on the hook. The teacher should check each time the game is used.

VIII. IDENTIFICATION OF LETTERS

Purpose: To help children learn the letters of the alphabet.

A. Jack Be Nimble

Players: small group

Materials: small candle, letter on cards

Directions: Place letter cards in a row on the floor about a foot apart with a low candlestick with an unlighted candle in it at the end of the row. Each child jumps over a card after he has read it and at the end he may jump over the candlestick.[1]

B. Clown Faces

Players: one or more

Materials: clown faces from construction paper

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[1] Let's Play a Game, p. 9.

Directions: Make clown faces with large ruffles. On each ruffle paste or write a letter. Make hats to go with these clowns. Put a picture on the hat. The children take the clowns and match the correct hat to the correct clown. This can be done individually or the circle with the teacher.

C. Lollipops

Players: group or the class

Materials: construction paper

Directions: As the group learns a new letter, place that letter on the paper lollipop. Each child can make his own or the teacher might make the first one. Each child could take one home at night to show his parents the letter he worked on that day.

D. Drill Pockets

Materials: construction paper

Directions: Fold a sheet of construction paper 9" x 12" in half. Cut on the fold making two pieces of paper. Fold up one end two and one half inches and staple to make a pocket. Cut pieces of paper 2" x 4" for the answer card. Write the letters on these cards.

E. Show Me

Players: whole class

Materials: drill pockets described above

Directions: Each child has five or six pieces of paper with the letters written on them. The teacher says a word and the child puts the correct letter in the pocket. When the teacher says, "Show me," they all hold up a card. The teacher can tell at a

glance who has the right answer. There is no score. No records are kept. Everybody participates all the time. This could be used for initial sounds, final sounds, vowels and letter identification.

APPENDIX B

Check Sheet for Rating the Reading Readiness Devices and Techniques

	Matching Pictures	Alike	Find My Twin	Packet of Shapes	In Order	Your Turn	Change O	Alike and Different	Which One	Concept of Size	Match Me	Just Like Me	Letter Bingo	Crayon Upset	Clothesline
CHILDREN FIND THIS GAME															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
DEVICE ADMINISTERED BY TEACHER															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
CHECKED BY TEACHER (TIME)															
Too Short															
Fairly Short															
Very Satisfactory															
Fairly Long															
Too Long															
CHECKED BY CHILDREN (DIFFICULTY)															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															

Continuation of the Check Sheet

	Matching Pictures	Alike	Find My Twin	Packet of Shapes	In Order	Your Turn	Change O	Alike and Different	Which One	Concept of Size	Match Me	Just Like Me	Letter Bingo	Crayon Upset	Clothesline
FULFILL PURPOSE STATED															
Too Clear															
Fairly Clear															
Very Satisfactory															
Fairly Clear															
Not Clear															
DEVICE REQUIRES CHILDREN TO THINK															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
TIME INVOLVED USING THE GAME															
Too Short															
Fairly Short															
Very Satisfactory															
Fairly Long															
Too Long															

Check Sheet for Rating the Reading Readiness Devices and Techniques

	Let's Find	Which Group	Pop-It Beads	Match Colors	Color Game	Betty Blue	What Is Pink?	Match - O	Name the Objects	Informal Test	Looby-Lou	Left to Right	Single Row	Chart Stories	What is Missing?
CHILDREN FIND THIS GAME															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
DEVICE ADMINISTERED BY TEACHER															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
CHECKED BY TEACHER (TIME)															
Too Short															
Fairly Short															
Very Satisfactory															
Fairly Long															
Too Long															
CHECKED BY CHILDREN (DIFFICULTY)															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															

Continuation of the Check Sheet

	Let's Find	Which Group	Pop-It Beads	Match Colors	Color Game	Betty Blue	What Is Pink?	Match - O	Name the Objects	Informal Test	Looby-Lou	Left to Right	Single Row	Chart Stories	What is Missing?
FULFILL PURPOSE STATED															
Too Clear															
Fairly Clear															
Very Satisfactory															
Fairly Clear															
Not Clear															
DEVICE REQUIRES CHILDREN TO THINK															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
TIME INVOLVED USING THE GAME															
Too Short															
Fairly Short															
Very Satisfactory															
Fairly Long															
Too Long															

Check Sheet for Rating the Reading Readiness Devices and Techniques

	Picture Study	Drawing from Memory	Memory	Toy Shop	Peddler Game	Touch Me	Story Time	Pack a Picnic	Which Way	Reversals	Pantomime	Surprise Package	Action Please	Happy and Sad	Pretend
CHILDREN FIND THIS GAME															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
DEVICE ADMINISTERED BY TEACHER															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
CHECKED BY TEACHER (TIME)															
Too Short															
Fairly Short															
Very Satisfactory															
Fairly Long															
Too Long															
CHECKED BY CHILDREN (DIFFICULTY)															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															

Continuation of the Check Sheet

	Picture Study	Drawing from Memory	Memory	Toy Shop	Peddler Game	Touch Me	Story Time	Pack a Picnic	Which Way	Reversals	Pantomime	Surprise Package	Action Please	Happy and Sad	Pretend
FULFILL PURPOSE STATED															
Too Clear															
Fairly Clear															
Very Satisfactory															
Fairly Clear															
Not Clear															
DEVICE REQUIRES CHILDREN TO THINK															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
TIME INVOLVED USING THE GAME															
Too Short															
Fairly Short															
Very Satisfactory															
Fairly Long															
Too Long															

Check Sheet for Rating the Reading Readiness Devices and Techniques

	Oh, Oh.	How Does it Feel?	Mystery Box	Quiz	Finish It	Surprise Sack	Reds and Blues	Left Out	Where	Hear the Bell	Bouncing Ball	Airplane Fly	Listening Game	Magic Circle	What do you Hear?
CHILDREN FIND THIS GAME															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
DEVICE ADMINISTERED BY TEACHER															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
CHECKED BY TEACHER (TIME)															
Too Short															
Fairly Short															
Very Satisfactory															
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Too Long															
CHECKED BY CHILDREN (DIFFICULTY)															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															

Continuation of the Check Sheet

	Oh, Oh.	How Does it Feel?	Mystery Box	Quiz	Finish It	Surprise Sack	Reds and Blues	Left Out	Where	Hear the Bell	Bouncing Ball	Airplane Fly	Listening Game	Magic Circle	What do you Hear?
FULFILL PURPOSE STATED															
Too Clear															
Fairly Clear															
Very Satisfactory															
Fairly Clear															
Not Clear															
DEVICE REQUIRES CHILDREN TO THINK															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
TIME INVOLVED USING THE GAME															
Too Short															
Fairly Short															
Very Satisfactory															
Fairly Long															
Too Long															

Check Sheet for Rating the Reading Readiness Devices and Techniques

	Echo	Answer Please	Do As I Say	Which Is It?	Which One?	Sound-Alike	Jingles	Rhyme Time	Rhyme	My Dog	Jack in Box	Hear and Say	Oral Sentences	Magazine Pictures	Listen
CHILDREN FIND THIS GAME															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
DEVICE ADMINISTERED BY TEACHER															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
CHECKED BY TEACHER (TIME)															
Too Short															
Fairly Short															
Very Satisfactory															
Fairly Long															
Too Long															
CHECKED BY CHILDREN (DIFFICULTY)															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															

Continuation of the Check Sheet

	Echo	Answer Please	Do As I Say	Which Is It?	Which One?	Sound-Alike	Jingles	Rhyme Time	Rhyme	My Dog	Jack in Box	Hear and Say	Oral Sentences	Magazine Pictures	Listen
FULFILL PURPOSE STATED															
Too Clear															
Fairly Clear															
Very Satisfactory															
Fairly Clear															
Not Clear															
DEVICE REQUIRES CHILDREN TO THINK															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
TIME INVOLVED USING THE GAME															
Too Short															
Fairly Short															
Very Satisfactory															
Fairly Long															
Too Long															

Check Sheet for Rating the Reading Readiness Devices and Techniques

	Clap, Clap	Like Me	Matching Sounds	Match Me	Who's There?	Picking Up Blocks	I Went to Boston	Touch and Go	Up The Ladder	Earn Your Way	Bag of Toys	Riddles with Sound	What's in the Bag	Tick Tack Toe	Right - Left
CHILDREN FIND THIS GAME															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															
DEVICE ADMINISTERED BY TEACHER															
Too Easy															
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Fairly Difficult															
Too Difficult															
CHECKED BY TEACHER (TIME)															
Too Short															
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Too Long															
CHECKED BY CHILDREN (DIFFICULTY)															
Too Easy															
Fairly Easy															
Very Satisfactory															
Fairly Difficult															
Too Difficult															

Continuation of the Check Sheet

	Clap, Clap	Like Me	Matching Sounds	Match Me	Who's There?	Picking Up Blocks	I Went to Boston	Touch and Go	Up The Ladder	Earn Your Way	Bag of Toys	Riddles with Sound	What's in the Bag	Tick Tack Toe	Right - Left
FULFILL PURPOSE STATED															
Too Clear															
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Not Clear															
DEVICE REQUIRES CHILDREN TO THINK															
Too Easy															
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Very Satisfactory															
Fairly Difficult															
Too Difficult															
TIME INVOLVED USING THE GAME															
Too Short															
Fairly Short															
Very Satisfactory															
Fairly Long															
Too Long															

Check Sheet for Rating the Reading Readiness Devices and Techniques

	Write X	Vowel Similarities	Which Place	Jack Be Nimble	Clown Faces	Lollipops	Drill Pockets	Show Me						
CHILDREN FIND THIS GAME														
Too Easy														
Fairly Easy														
Very Satisfactory														
Fairly Difficult														
Too Difficult														
DEVICE ADMINISTERED BY TEACHER														
Too Easy														
Fairly Easy														
Very Satisfactory														
Fairly Difficult														
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CHECKED BY TEACHER (TIME)														
Too Short														
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Very Satisfactory														
Fairly Long														
Too Long														
CHECKED BY CHILDREN (DIFFICULTY)														
Too Easy														
Fairly Easy														
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Too Difficult														

Continuation of the Check Sheet

	Write X	Vowel Similarities	Which Place	Jack Be Nimble	Clown Faces	Lollipops	Drill Pockets	Show Me							
FULFILL PURPOSE STATED															
Too Clear															
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DEVICE REQUIRES CHILDREN TO THINK															
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Fairly Difficult															
Too Difficult															
TIME INVOLVED USING THE GAME															
Too Short															
Fairly Short															
Very Satisfactory															
Fairly Long															
Too Long															

APPENDIX C

APPENDIX C

SUGGESTIONS

Were these devices useful?

Which games would you delete?

Is there an area, such as, Visual Discrimination or Memory or others, in which you feel more suggestions or devices are needed?

Which games were most helpful?

What suggestions do you have for additions or corrections before making a final copy to be given to other teachers?

APPENDIX D

DES MOINES PUBLIC SCHOOLS

Department of Elementary Education

1800 Grand Avenue

Des Moines 14, Iowa

July 31, 1962

TO:
FROM: Dr. Merle A. Wilson, Director Elementary Education
Maxine Robinson
SUBJECT: Study of Techniques in Reading Readiness

We would like to ask your help in evaluating some reading readiness techniques and devices for the slow learner. This study came as an outgrowth of research started by the principals in Section I of the Des Moines elementary schools in the spring of 1962 and as a partial fulfillment of the requirements for a Master's Degree.

One first grade teacher from each of the sixteen elementary schools in Section I has been selected to help in this study. Many of these devices will be made and ready for you at our first meeting which will be held Tuesday, September 4, at 3:30 p.m., at Scott School, Room 102.

Unless we hear from you, stating that you cannot participate in this capacity, we will see you Tuesday, September 4.

APPENDIX E

November 30, 1962

TO: Principal and First Grade Teachers
FROM: Miss Maxine Robinson - Scott School
SUBJECT: Evaluation material of Reading Readiness Devices for Slow Learners

It doesn't seem possible that Christmas will soon be here. It seems only yesterday you were given the reading readiness material. I am sure you have all been working hard.

It would be so nice to have you come to my apartment but since it is so small I am going to ask you to bring your results to Scott School. Come and have a cup of coffee and some cookies. Let's plan to do this Monday afternoon, December 17th at 3:45 P.M..

Please bring an idea to share, sixteen copies of a new worksheet you created, or sixteen copies of a suggested device, which could be given to each teacher. Some schools asked more teachers to work on the study, this is fine and all first grade teachers and principals are welcome to come and share in the culminating activity.